DOCUMENT RESUME

ED 027 881 JC 690 079

A Report on Six Seminars to Assist in Planning a High Rise, High Density Urban Campus for Manhattan Community College.

Caudill, Rowlett, and Scott, New York, N.Y.

Pub Date Aug 68

Note-19p.

EDRS Price MF-$0.25 HC-$1.05

Descriptors-*Campus Planning, *College Planning, Community Involvement, *Community Programs, *Junior Colleges, *Urban Education, Urban Renewal

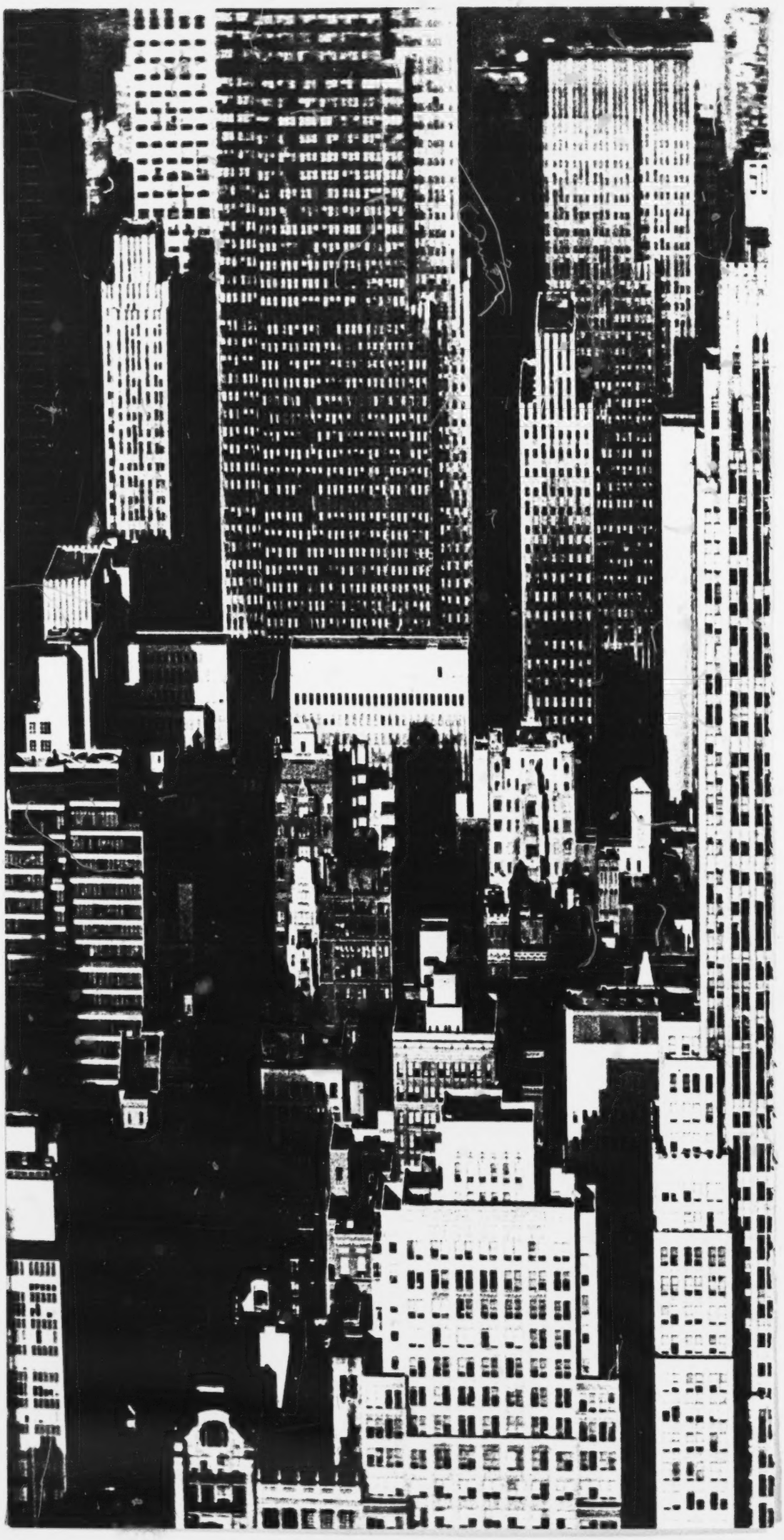
Identifiers-*New York

The problem here was to create, on 4.5 acres of Lower Manhattan, a junior college to meet the needs of 11,000 full- and part-time students and the urban community. In 1968, educators, business leaders, politicians, architects, urban planners, et al. attended six seminars. The following were considered the most important aspects of the total problem. (1) There should be neither physical nor symbolic barriers between campus and community, this outreach to include pre-admission counseling, a search for both non-applicants and dropouts, continuing education courses, local business contacts, field trips, and reciprocal arrangements with neighborhood government agencies. (2) Programed instruction link-ups would make practical the decentralized campus and the high-rise building. (3) Participant sports (handball, swimming), rather than spectator, besides being healthful, would strengthen the outreach philosophy. (4) A 24-hour Learning Center to accommodate students' varied work and study hours would combine student union, library, cafeteria, classroom, and enhance educational accessibility. (5) Experiments in housing should be made to help sever the student's ties with his familiar ghetto, e.g., rest cubicles, fresh-up rooms, or compulsory dormitories for underachievers. (6) To become a part of the new "urban fabric," the college should take advantage of its situation in the newly developing surroundings of housing, commerce, parks, plazas, and parking and traffic patterns. (HH)

ED 027881

"This College is the Community its People its Problems its Issues Aspirations and Goals in an Organized Expression of Learning."

JC 690 079



A Report on Six Seminars to assist in planning a high rise high density urban campus for Manhattan Community College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 20 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Caudill Rowlett Scott
Architects Planners Engineers

Made possible by a grant from
Educational Facilities Laboratories, Inc.

Additional copies available from:

Caudill Rowlett Scott
230 Park Avenue
New York City, New York 10017

Manhattan Community College
134 West 51 Street
New York City, New York 10020

Educational Facilities Laboratories
477 Madison Avenue
New York City, New York 10022

Quotation on cover:
Dr. Edmund J. Gleazer, Jr.
Executive Director
American Association of Junior Colleges

Text and Layout:
Mr. Barclay F. Gordon
Caudill Rowlett Scott

Graphic Design Consultants:
Gale & Deniega Assoc.
New York, New York

Front and rear inside cover photographs:
Mr. Ehud Locker
New York, New York

When Educational Facilities Laboratories awarded a grant to Manhattan Community College for assistance in planning its new high-rise campus, a vast undertaking was set in motion for which there are few guidelines, fewer precedents, and no prototypes.

The site: four and a half acres in the Washington Market renewal area of Lower Manhattan. The task: to create on this postage stamp site a full-scale community college responsive not only to the educational needs of its 11,000 full-time and part-time students, but also to the increasingly urgent and complex needs of its urban community.

The first stage in planning was to assemble groups of thoughtful, creative people from diverse disciplines, pose the challenge to them, let them react and interact, and use the resulting mosaic of ideas as raw material for later analysis and architectural programming. This was accomplished in the form of six seminars held in January and February 1968 and attended by educators, business leaders, politicians, architects, urban planners and others—all eminent in their respective fields.

The topics of successive seminars were:

1 The Ought-to-Be Student.
2 Business Services.
3 Government Services.
4 Recreation & Physical Education.
5 Cultural Activities.
6 Curing Social Problems.

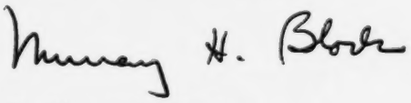
Contributions were spontaneous and uninhibited. But often the topics were lost amid energetic, articulate, sometimes emotional discourse on urban problems and their relationship to educational institutions.

Some of the ideas, such as the "metered bed", were novel. Others, such as the plea for quality, were more familiar though not less urgent. Several ideas, imperfectly formed, went back into the melting pot to be reminted. A few, apparently impervious to this alchemy, and having broad, pervasive significance, reasserted themselves repeatedly at each successive seminar. These are the ideas which could not be contained under one restrictive heading and upon which this report will focus:

1 Reaching out into the neighborhood.
2 New educational technology.
3 Physical education in the urban setting.
4 A 24-hour learning center.
5 Housing requirements.
6 A new urban fabric.

Each, taken separately, is but a fragment, an aspect of a larger problem. Taken together, they begin to embody a comprehensive plan for servicing a community whose educational needs are gargantuan, and creating for that community a "campus in the sky."

Much careful planning remains to be done, but a promising beginning has been made. The seminars did more than just give the project its initial impetus and momentum. They generated a body of fresh and farsighted ideas that crystallized a good many problems in a way that will force planners to respond with a theory of campus design that will accommodate itself to the densest and most restricted urban conditions.



Dr. Murray H. Block
President
Manhattan Community College

August, 1968

GORES

"Why don't you be like an octopus? That's not a nice word; how about a nice octopus? Thread your tentacles through the community."

AKERS

"You must totally involve the neighborhood and its people. Use the neighborhood as a laboratory."

WILLIAMS

"The college mission is to develop community leadership—graduates who are dedicated to shaping up Manhattan—a Manhattan Corps!"

CAUDILL

"Help the student and the community by helping the student help the community."

RONAN

REACHING OUT INTO THE NEIGHBORHOOD

Although America is fast becoming an urban nation, many of its institutions and much of its ethos are still deeply rooted in an agrarian past. A feeling still lingers across much of the country that the city corrupts, that its currency is temptation, that the yeoman farmer is still the custodian of American virtue.

In the same way, college is still thought of as a rural retreat designed for that quiet, sequestered interlude between youth and adulthood. Its green quadrangles, its bell towers, its ivied buildings are often ringed by walls to preserve its innocence and ensure its meditative calm. Behind these prophylactic barriers, students and their faculty reflect on the human condition.

Cast in the light of contemporary urban conflicts, however, this kind of institution, as well as the attitude that engenders it, no longer seems appropriate. Many educators today feel that the place to study the human condition is in the midst of it.

And Manhattan Community College is in the midst of it. Participants in the seminars were of a single mind on this one point: no barriers, either physical or symbolic, must be erected between college and community. M.C.C. will want to establish a new rapport.

Most important is the mandate to reach out into the community to find the "ought-to-be-student," the dropout whose capabilities are sufficient but whose motivation is not. Remotivate these individuals, retrain them if necessary so that each may become a useful citizen and a productive member of the community. One device for accomplishing this aim may be the establishment of pre-admission

counselling outposts throughout the greater metropolitan area. In an adaptation of techniques used in narcotic and alcoholic rehabilitation these outposts may be manned by former dropouts whose background would best enable them to reach this vast but unshaped human resource.

Other outposts for recreation and special research further expand the college into the community.

Conversely, the community can establish outposts on the campus. Opportunities for courses in continuing education are almost unlimited. The idea that a man trains once in his life for a single career is no longer supportable. Not only does automation create unwelcome dislocations, but the changing nature of many professions and vocations makes continuing education mandatory. Education can no longer be identified exclusively with youth.

If the college wishes to be sensitive to the needs of local business and industry, as some colleges already do with success, then why not involve local businessmen directly? Why not bring them in as guest lecturers—even as advisers and consultants? Why not give these business leaders a hand in training the students they will later employ? Why not foster a continuing program of field trips into neighboring plants and business offices?

Local governmental agencies, in the same way, might have reciprocal arrangements with the college. What better place for a business/government conference center to keep these two vital sectors of the community in continuing dialogue?

An idea that occurred repeatedly in various seminars was best expressed as "using the neighborhood as a laboratory." This explicitly meant the development of a continuous program of student involvement in the neighborhood, and strongly implied that the college think of itself from the beginning as an important vehicle for social change.

NEW EDUCATIONAL TECHNOLOGY

The changes wrought by a rapidly accelerating technology have already permeated nearly every aspect of our existence. The changes in educational philosophy and technique, while less dramatic than the revolutions in civil rights or space exploration, have implications just as profound. For it is the task of education to keep pace with the explosion of knowledge, to interpret its meaning, to prepare society for its benevolent uses.

The magnitude of the task is staggering. When we speak of harnessing "the power of the universe" or of artificially producing DNA, life's elemental substance, we somehow feel we are approaching ultimates. What thresholds can lie beyond these thresholds? When biochemists demonstrate that they can control the formation of human genes—and by chemical manipulation either telescope or abort the evolutionary process—then we wonder uneasily whether man is not commencing to pollute the deepest stream of all—the stream of creation itself.

Lewis Mumford and other thoughtful writers assure us that we are just now emerging from the "Paleotechnic Age", that the proliferation of technical knowledge is only beginning and that its pace can only quicken.

Education too is emerging from the Paleotechnic. It is in search of new and effective methods and techniques. For these reasons, educators must have at their disposal every tool necessary for the task at hand.

One such tool is Programmed Instruction (P.I.). While still in its infancy, P.I. offers great promise not only as a teaching aid, but more importantly, as a device for reaching new groups of people—including some who have never been students before. With dial access and console study a student may schedule his own study time. Language barriers begin to melt when a student can hear a lecture several times over until its meaning is clear. The fact that he must hold down a full-time job need no longer bar him from educational opportunity.

Communications specialists have long since taken advantage of the knowledge that the human brain is able to receive and absorb a great many more simulta-

JOHNSON

"Give up your archaic educational fantasies!"

CAUDILL

"We need a 'chameleon' type of college that can change with changes in the environment."

JAMES

"If you make long range plans, you want to look at long range programs. Build in continuing education as an equal partner."

THOMSEN

"Teaching on an individual basis, for example, with programmed instruction has physical space connotations."

FELIX

"It is most important to have an awareness of the society in which one lives."

AKERS

neous signals than the typical classroom lecture situation presents. Consider the closing moments of a typical television variety show. The performers are taking their bows to swelling musical accompaniment. The "crawl" is providing the names of the entertainers while the "voiceover" is alerting the viewer to the program following. Four inputs—two visual and two aural—are classified and absorbed without any sense of bewilderment. Television console study permits the simultaneous delivery of these signals, better utilizing the brain's enormous potential as a receptor.

P.I. is particularly adaptable to decentralized campus planning. If the college really wishes to "thread (its) tentacles through the community" to reach pockets of "ought-to-be-students" in all five boroughs, then P.I. provides one viable means.

The ability to store information in digital form and to make it available by remote retrieval wherever it is needed is a prospect with almost unlimited potential for education. Networks of information banks are already in the planning stages, and M.C.C. should have the capacity to link up into any such system.

The breakdown of traditional departmental and classroom organization must be countered by the establishment of new social units. Without careful planning, an institution devoted exclusively to P.I. may become a formless, socially impoverished academic "drive-in"—a piece of "U.S. Route 1 commercial culture" culminating metaphorically in a cellophane-wrapped and 3 for 98¢ education. The reformation of social units into an ordered and enriching social structure is a subject that will require careful study.

In the past, high-rise educational buildings have not been economically feasible. The elevator systems become far too costly if designed to handle torrents of students all moving simultaneously at class breaks. With the substitution of P.I. for more conventional scheduling, peak traffic times are reduced and fewer elevators can move a steady trickle of students efficiently. At last educational buildings can rise above surrounding commercial structures to claim their share of sun and sky.

GOLDSTONE

PHYSICAL EDUCATION
IN THE URBAN SETTING

There was general agreement among seminar participants that physical education, as applied to M.C.C., must be given new and non-traditional emphasis. The "big" sports long favored by colleges and their alumni, football, baseball, track and field, are not only inappropriate to so small a site, but in addition contribute to a collective and growing "spectatoritis" among too many Americans—and perhaps especially among urban Americans whose opportunities to pursue these sports after college are so sharply limited.

To the extent that college programs encourage passive rather than active participation in sports, they fail their students. The emphasis at M.C.C. should be on "doing" rather than "watching others do" on intramural rather than varsity. G. K. Chesterton once observed wryly, "If a thing is worth doing, it is worth doing badly." There are already sufficient pressures for excellence in performance so that the New York Yankees will not want for prospects. If a fellow's tee shot falls consistently shorter than Arnold Palmer's or his backhand is a little less secure than Pancho Gonzales' . . . what matter? The important thing is that he swing a racquet or a club and enjoy doing it. Energies should be redirected

GORES

"We don't play hockey—we only cancel it. Think waterfront, and put the grassy knolls in the air! Bring all sports indoors into clean air!"

GUGGENHEIMER

"Part of any recreation program is bringing people in contact with the natural environment."

GORES

"Avoid more basketball boxes, whistle tooters, and students with pituitary problems."

GORES

"Get the doctors in. Relate physical education to physical improvement."

GORES, THOMSEN

toward sports that can be carried on in a healthy way throughout life. Handball, squash and swimming are especially appropriate as are tennis, badminton, bowling, bicycling, and gymnastics.

These ideas suggest the design of physical education facilities not unlike those of an urban health club. Informal use and easy accessibility will be paramount concerns to the student whose time is closely bracketed between work and study. Athletic spaces, normally developed in generous amounts about a campus periphery, must here be concentrated for effectiveness. Some, like squash courts, should perhaps be carried underground. Others, however, require more prime space, and the college should give thought to developing its external spaces high above ground in a sequence of roof gardens and lounges.

The removal of commercial piers, coupled with massive allocation of State funds for reclamation of the Hudson River, promises rich potential for a redeveloped waterfront. The creators of the Lower Manhattan Plan propose a marina as an integrated part of The Washington Street Renewal Area. Initially, such a facility would offer boating of all kinds. In the future, a full complement of aquatic sports facilities may also be offered.

In the spirit of "reaching out," the college can develop joint programs with the City for public park use in return for community use of college facilities. The "outpost" principle should be extended to include a park outside the city, perhaps on Long Island or in the Catskill Mountains, designed to broaden the experience of urban students and expand the college recreation program to include camping, hiking, fishing as well as popular winter sports.

An idea was advanced at one seminar that no student should graduate with correctable physical disabilities. Perhaps this seems utopian, but in retrospect so does universal literacy. It is chiefly a matter of commitment.

GUGGENHEIMER, WILLIAMS

THOMSEN

"The essence of a twenty-four hour study center is a combination of traditional spaces in new ways."

GOLDSTONE

"Whatever the program and regardless of the budget, this has to be a radically beautiful and elegant building—inside and out. It should have a cultural impact on the student and the community."

GLEAZER

"Make it an educational service station—an easy place to get in and out of."

PIVEN

"...a penny arcade of education."

TWENTY-FOUR HOUR LEARNING CENTER

Time: All matters involving human activity connect eventually with that one inexorable, irreversible, irretrievable factor. The college must have schedules. Courses must be programmed. Semesters, or their equivalents, must begin and end.

But the precise allotment of hours to specific activities will vary greatly from student to student. Many will work days and study evenings. Others will work nights and study during the day. Some will have no predictable pattern.

It is therefore essential that M.C.C. provide its students with what we shall call a 24-Hour Learning Center. A new kind of educational center, it would not be student union, library, cafeteria, or classroom building, but a combination of each. It may be thought of as synoptic — as a campus in miniature — with facilities for quiet study, research, socializing, recreation, eating and perhaps even napping.

Equally important, the Center should be available to students twenty-four hours a day. While the college is in session, the Center should never close.

In its present location on West 51st Street, the college's stairwells and corridors serve as prime socializing spaces. On the new campus, the 24-Hour Learning Center will provide a proper setting for these important, but unplanned activities.

The whole campus should represent quality planning and quality design, but nowhere is this more imperative than in the 24-Hour Center. The building's lounges will be not only the living rooms of the whole campus but in an extended sense the living rooms of the whole neighborhood. These lounges will be opened up periodically to the whole community for meetings on matters of community concern as well as for student recitals and other social or ceremonial activities.

Properly designed, this center should lie at the heart of the campus both physically and symbolically. While nothing on so small a site can be really remote, easy accessibility for students and faculty will do much to ensure its success. More important still, this is the facility that all students, regardless of schedule or discipline, will have in common. It is here that students from every background can meet and flow together in one democratic social stream.

THOMSEN, J. KING

REED, PATTERSON

GORES

"Some day during the life of the institution, you better get into the housing business. Part of the college experience for many of the students should be the uprooting of family ties."

JOHNSON

"Make dormitories mandatory for underachievers."

C. KING

"It's been either Cadillac or subway...think of it as an educational 'Half-Way House'."

JOHNSON

HOUSING REQUIREMENTS

What is the use of pulling students out of the ghetto in the morning if only to return them in the afternoon?

This constant tug-of-war does not effectively combat the debilitating forces of ghetto life—it merely suspends them for a few hours each day. The student still identifies as he always did with the ghetto in all its unremitting frustration and dilapidation.

Nor are disadvantaged youngsters the only ones to benefit from the uprooting of family ties. Students of diverse racial, ethnic and cultural backgrounds are represented in the M.C.C. enrollment, and the wonderful admixture this creates is effectively cancelled if these contacts are broken abruptly each day when individuals return to their homogenous surroundings.

Dormitories of conventional design may not be the right answer, but M.C.C. should probably be in the housing business. The very diversity in student enrollment dictates a broad spectrum of housing types. These might range from apartments for married students to metered rooms for students who must work full-time to study part-time and need to nap a few hours in between. Thought should be given to various experimental housing units such as a modified form of the rest cubicles provided at Expo '67 or the "fresh-up" rooms furnished by many new airports.

As the whole Washington Market area is awaiting renewal, city and college officials have an opportunity to plan jointly for the required housing instead of simply making do with whatever housing happens to be provided.

COSTELLO, BALLARD

HOOVER

"This is an opportunity to develop an urban system."

C. KING

"We must face the realization that the only way to change the situation is social action and political drive."

GOLDSTONE

"Make it a wonderful mixture of town and gown; the whole emphasis would be on participation."

A NEW URBAN FABRIC

Washington Market was a landmark to several generations of New Yorkers. Its arcades were rich with color and activity. Its open-air stalls were filled with the plenty of the earth. When the market finally succumbed to increasing economic pressures, to efficient supermarket chains and pre-packaged foods, a vacuum developed which has not been filled. Sidewalks once sprinkled with sawdust are now carpeted with litter. Walls once clamoring with signs of commerce are now softly frescoed with soot.

But no bleak litany of urban ills, however terse, can do much more than call attention to a problem. Nor will the transplanting of a single institution, like M.C.C., suffice to restore a neighborhood to its former esteem. Often planners—as at Brasilia — have encountered the same kind of "rejection phenomenon" in the body social as surgeons are now encountering in the body physical. The simple replacement of an unhealthy organ with a healthy one offers no guarantees for survival. Like the human body, the urban fabric is closely woven with many com-

AKERS

plex interdependent strands. To function effectively, these strands (housing, shopping, business, transit, parking, etc.) must interpenetrate, fuse, and form their own connective tissue.

With these complexities in mind, the Lower Manhattan Plan has been prepared. It has made a broad-based attack on an area of truly meaningful scale. In general, the plan envisions a revitalized downtown area with a new diversity of functions. It proposes a restrengthened mass transit system with enlarged stations and rational, efficient links. It proposes waterfront plazas and green parks relating both to business and housing nodes and tied together by a grand pedestrian esplanade. In short, it promises a whole new quality of urbanism.

Within this larger framework, the Washington Street Urban Renewal Project functions as a related sub-unit. The college site is serviced by traffic spurs from the depressed West Side Highway. Parking is normally below grade. Typical pedestrian movement patterns are through the college rather than around it and serve to link the elements of this master plan.

To the south of the proposed college site is a large pedestrian plaza—a window on the Hudson—which forms the terminus for a broad east-west axis, reaching out to City Hall and the City's municipal government complex. Extending to the north of the site is the heart of New York's graphic arts industry. To the south is the new World Trade Center site, and south of this, Wall Street, the financial capital of the world.

It is therefore clear that the "community" in Community College refers uniquely in this instance to several different communities, and M.C.C. must relate itself productively to each. For these several communities provide not only a source of students, but also a source of jobs for those students after graduation. These communities also form an enriching source of faculty and guest lecturers as well as a heavy demand for "continuing education". Finally, and perhaps most important, they place M.C.C. in a vital and growing context and insure the college a prominent and decisive role in shaping the City's future cultural development.

Guest Participants:

Dr. Milton Akers
Executive Director, National Assn. for the Education of Young Children

Mr. Arnold A. Arbeit
Director, College Programming Services, The City University of New York

Mr. William F. R. Ballard
Consulting Architect
The City University of New York

Mr. Richard J. Banahan
Director of Community Relations
Port of New York Authority

Mr. Eugene J. Bockman
Librarian, Municipal Reference Library

Mr. Ernest Boyer
Vice Chancellor for University-Wide Activities
State University of New York

Hon. Leonard N. Cohen
Deputy Borough President

Hon. Timothy W. Costello
Deputy Mayor, City of New York

Mr. Melville Daus
Director of Recreation
Department of Parks

Dr. Allen O. Felix
Director of Educational Services
New York Stock Exchange

Mr. Bertram F. French
Cushman-Wakefield

Mrs. Doris Freedman
Director, Office of Cultural Affairs
Department of Parks

Dr. Edmund J. Gleazer, Jr.
Executive Director, American Association of Junior Colleges

Mr. Alan C. Green
Secretary, Educational Facilities Laboratories, Inc.

Hon. Harmon Goldstone
Commissioner, City Planning Commission

Dr. Harold B. Gores
President, Educational Facilities Laboratories, Inc.

Hon. Elinor C. Guggenheimer
Commissioner, City Planning Commission

Dr. George James
Dean, Mt. Sinai Medical School

Miss Thelma Johnson
Education Action Division

Mr. Charles King
Executive Director, Haryou-Act

Mr. Jonathan King
Vice President, Educational Facilities Laboratories, Inc.

Dr. Sebastian V. Martorana
University Dean for Two-Year Colleges
State University of New York

Mr. Robert H. McCambridge
Assistant Commissioner, Higher Education Planning, The University of the State of N.Y.

Hon. Louis Nunez
Executive Director, Aspira, Inc.

Mr. John T. Patterson
National Director, Inter-Racial Council for Business Opportunity

Mr. Jack Peyman
Vice President, Chase Manhattan Bank

Hon. Jack I. Poses
Vice Chairman, Board of Higher Education, City of New York

Mr. Walter Ricks
Haryou-Act

Mr. Ellis M. Rowlands
Director, Community College Facilities Planning, State University of New York

Dr. William J. Ronan
Chairman, Metropolitan Commuter Transportation Authority

Mr. Joseph Shenker
Dean, The City University of New York

Dr. Harold Zuckerman
Board of Education, City of New York

For Manhattan Community College

Dr. Murray H. Block
President

Dr. Leon Cohen
Dean of Students

Mrs. Bernice Douglas
Assistant to the President

Dr. Edgar D. Draper
Dean of the College

Dr. Doris-Jeanne Gourevitch
Head, Division of Liberal Arts

Mr. Lloyd Hope
Assistant Director of the Urban Center

Dr. Mary G. Jacobs
Chairman, Department of Recreation & Physical Education

Dr. Ellsworth Janifer
Chairman, Department of Music & Art

Mr. Sidney King
Director of Student Activities

Mr. William King
Director of Athletics

Mr. Marvin I. Kushner
Chairman, Data Processing Department

Dr. Edward Lewis
Director of Cooperative Education

Mr. Leo J. Margolin
Head, Division of Business

Mr. Alfred R. Mascolo
Dean of Administration

Dr. Rose Palmer
Chairman, Secretarial Science Department

Dr. Blanche Ried
Head, Division of Health Services

Mr. Donald Ryder
Campus Facilities Officer

Dr. Arnold H. Scolnick
Dean, Evening Division
Director, Continuing Education Program

Mr. George Senyk
Assistant Professor of Recreation & Physical Education

Dr. Michael Shmidman
Director of the Summer Session

Mr. Irving Wechsler
Associate Professor of Business Technology

Mr. John Work
Director of the Urban Center

For Caudill Rowlett Scott

Mr. William W. Caudill
Partner

Mr. G. Norman Hoover
Associate Partner

Mr. Peter A. Piven
Project Manager

Mr. Bob H. Reed
Associate Partner

Mr. Charles B. Thomsen
Associate Partner

Mr. Philip C. Williams
Partner